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ABSTRACT

Delaware's state standards for the Latin curriculum in the public schools are presented. An introductory section outlines the goals of the Latin program for reading, cultural awareness, grammar, writing, and oral language and briefly discusses the philosophy of and approaches to Latin instruction in elementary and middle schools. Three subsequent sections outline fundamental grammatical concepts and present specific behavioral objectives for a variety of topic areas at each of three instructional levels, including levels: I (grades 4-6, 7-8, 9, 10, 11, and 12); II (grades 7-8, 9, 10, 11, and 12); and III-IV (grades 9, 10, 11, and 12). Topic areas include the following: the world of the ancient Romans; greetings and leave-taking; classroom communication; mythology and legend; famous Romans and legendary history; Roman names; the Roman family and home; Roman food and dress; everyday life; our Latin linguistic and artistic heritage; politics and history; Roman holidays; Roman social structure; Caesar's commentaries and other Latin readings; and Roman oratory, comedy, and poetry. A 17-item bibliography is included. (MSE)

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The Delaware Department of Public Instruction

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LATIN CURRICULUM STANDARDS

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Revised November, 1990

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FOREWORD

Many are the benefits derived from the study of Latin. Not only does its study give the students access to the world of the Romans (and through them the world of the Greeks), but it also promotes an awareness of Western Civilization's rich and diverse heritage from the Classical world, improves the ability to communicate in English, and facilitates the learning of other languages.

The Carter Commission led the way in 1979 in advocating the study of foreign languages as a means of enhancing general linguistic and communication skills, as well as cultural awareness. Subsequent national educational committees and groups have joined them in stressing the importance of foreign language study to the nation's economic, political, and strategic health. Among them are the National Commission on Excellence in Education, the College Board's Educational Equity Project, the Council of Chief State School Officers, and the National Governors' Association Task Force on International Education.

The study of Latin continues to be a viable second language option for today's students. All students should have the opportunity to experience first-hand the rich heritage of the language and civilization of the ancient Romans.

Work on these curriculum standards was begun in June of 1987 as committee members reviewed and discussed current research and developments in the field of Latin instruction for today's students. Input and comments from the State's Latin teachers were solicited and received. The committee is most grateful to the Indiana Department of Education for permission to adapt and/or adopt many of the ideas and activities presented in A Guide to Proficiency-Based Instruction in Latin (1987).

This volume does not address the practical problems of relating syllabus design to matters of textbooks, teachers' abilities and orientation, nor does the sequencing of topics correspond to any given textbook. The standards are to serve as guidelines for school district personnel having responsibility for program development, management, and implementation.

It is the curriculum committee's desire that these standards, with their fresh approach for contemporary students, will add new vigor and support for Latin programs throughout the State and that Delaware will soon join the ranks of the many other states which are experiencing a resurgence in Latin enrollment.

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GOALS OF THE LATIN PROGRAM

The desirable learning outcomes for Latin differ markedly from those for the modern foreign languages. Because Latin is taught primarily as a literary rather than a spoken language, the goals of Latin are described primarily in terms of reading proficiencies rather than speaking proficiencies. Today's students take Latin not only to read Latin and gain awareness of and appreciation for the contributions of the Roman world to Western society, but they also study it for the many advantages it gives them in their English vocabulary development, in better understanding their own language, and in learning other foreign languages. The study of Latin truly is a sound educational investment and offers students many dividends, including heightened language facility, immersion in the world of classical culture, and an introduction to the great literary and artistic masterpieces of the ancients.

Reading Goals

The primary goal of Latin study is the development of the ability to read authentic Latin and thus to experience first-hand the wealth of the literary treasures of the Romans -- their feelings, ideas, values, and imagination. Maximum experience should be given the student in reading graded materials and progressing from simple "made" Latin narratives to edited, abridged, and annotated materials. Latin readings should reflect the life, history, civilization and culture of the ancient Romans. Vocabulary acquisition should be integrated with derivative and word study work in meaningful contexts. In order to measure the students' ability to read and understand texts, they should be expected not only to render literal translations, but also to answer comprehension questions, to paraphrase, and to summarize passages.

This special training in reading proficiency also enhances the students' ability to communicate in English.

As students proceed to an advanced level of study, they will be expected to understand authentic, unsimplified prose without undue reliance on a dictionary and will be expected to translate prose or poetry into reasonably accurate English. Combined with the task of learning more about the language is the development of the ability to skillfully convey an author's nuances of meaning and style in English.

The ultimate target texts for reading for literary appreciation are the masterpieces written during the Roman Republic and early Roman Imperial Era, from approximately the time of Plautus to the time of Apuleius. While Classical Latin is the main object of study in American schools, an exposure to Medieval Latin for its own sake or for interesting contrasts is also enriching. In addition, non-literary texts such as inscriptions, graffiti, and coins provide valuable authentic materials, particularly for beginning students.

Culture

On par with the goal of reading is the goal of developing in the student a knowledge, understanding, and appreciation of classical civilization and its influences on the Western world. The language and the culture of the Romans are inseparable. The study of Latin offers the dual benefit of linguistic skills development while, at the same time, opening up for the students the rich and exciting world of classical civilization and culture and its influence on the present--in language, literature, art, architecture, government, law, philosophy, religion, etc. While readings in translation can be a valuable supplement to Latin and may provide access to much information that students not yet capable of handling in the original could get, the teacher must take care that the Latin class not become a class in ancient history or civilization taught almost wholly in English. Cultural studies should evolve naturally from or culminate in Latin readings.

These standards, by integrating specific cultural topics with linguistic content, provide students with interesting and relevant material on the every-day life, customs, religion, politics, history, etc. of the ancient Romans. Latin is a natural for content-based instruction, as its pursuit crosses over into many other content areas such as the language arts, geography, history, art, etc. As students begin to comprehend what the ancient Romans have to say to the modern world and as they are encouraged to make comparisons and contrasts with contemporary culture, they, hopefully, will develop as more culturally sensitive young people and learn to interact more positively and more tolerantly with the diverse cultures in today's world.

Grammar

The study of grammar is a tool to comprehension. Knowledge of Latin grammar per se should not be a long-range instructional goal and should assume a proper supporting role in the Latin curriculum. Teachers should not mistake the mastery of grammar in terms of recitation of rules and the ability to manipulate patterns out of context for mastery of a particular level of reading proficiency. Students need time to assimilate the vast amount of information needed to describe and control the Latin language, which is so very different from English. Although, traditionally, all Latin grammar is taught by the end of Level II, there is a rationale for extending its teaching over a longer period, into the third and fourth levels. Advanced grammatical and rhetorical material should be studied in the context of the literature. A spiraling approach, which involves several introductions and treatments of a given structure, first for concept control, then for receptive control, and finally for partial, then full productive control, is an appropriate notion worth borrowing from our proficiency-oriented modern foreign language colleagues.

The reliance of Latin upon morphology rather than word order for meaning compels students to become acutely aware of grammar and syntax. The close textual reading and linguistic analysis required for its comprehension contributes to a better understanding of English and other languages.

Writing

The writing of Latin is a valuable pedogogical tool to be utilized appropriately for communicative use and to help students in the development of their reading skills. Its main value is in exercising and reinforcing students' grammatical precision, in emphasizing the uniqueness of Latin idiomatic expression, as well as demonstrating variations in Latin word order and stylistic nuances. Rather than performing purely manipulative exercises, isolated and out of context, the student should be encouraged to write meaningful and communicative prose in the context of a reading or cultural lesson. The teacher should be careful to ensure that writing does not become the primary skill taught at the expense of the ultimate outcome -- reading.

Oral Latin

Even though there are no living native speakers of Latin, the case for oral work and conversational Latin, nonetheless, is strong. Oral familiarity reinforces a language's living qualities, reading aloud promotes an auditory "feel" for the language, and Latin phonology is important in the understanding of poetry. Simple classroom interaction in Latin, choral repetition, and dictation are a means of reinforcing the sounds and forms of the language. Teachers are encouraged to speak Latin as often as necessary and to provide opportunities for students to comprehend the spoken language in the form of directives, commands, questions, and simple narrative descriptions.

The skills of listening to and speaking Latin are important, not only in facilitating the reading process, but also in facilitating writing. Students should be expected to write any Latin that can be used orally. An almost totally phonetic language, accuracy in pronunciation will reinforce accurate spelling and proper recognition of words and phrases as read or heard. The fact that most extant Latin literature was intended to be heard rather than seen is further justification for the importance of an oral experience. Group reading and choral recitation are teaching techniques -- even a literary genre (consider, for example, the wedding hymns of Catullus)-and to be encouraged in the study of Latin. In order to make this experience as valid as possible, the so-called "restored classical pronounciation" should be used, with students' exposure to the ecclesiastical pronounciation as their study advances.

LATIN IN THE GRADES

While traditionally a program for college-bound students, Latin has begun to reach a new population of elementary and middle school students, including those from linguistically diverse backgrounds and the average or below-average achiever. The widely-acclaimed success stories of several elementary Latin programs piloted in inner-city schools with large minority populations have attracted attention nationwide. A number of research studies demonstrate the unique value of Latin in extending the English vocabulary of students, in improving their reading scores in English, and in enhancing their basic skills in other respects. Programs specifically designed for this population stress innovative approaches and objectives employed to accelerate linguistic confidence and build skills while engaging students in an exciting and useful content area. Considering the legacy that the Latin language has left on the English language and on Spanish, the second most spoken language in America, Latin is a natural for representation in content-based language instruction for American and immigrant children alike.

While the goals of a Latin FLEX or FLES program differ from those of a fully articulated program, the Latin teacher in the elementary grades should find much that is valuable in these standards and certainly may consider them as an organizing principle. It should be noted, however, that provisions have been made in these standards for a fully articulated Latin program to begin as early as grade four. For example, the content of Level I is appropriate for grades four through six, seven through eight, or nine, ten, eleven or twelve.

The case for earlier Latin study builds momentum when one considers the advantages it offers for longer sequences of study, opportunities for advanced placement courses, and its utility as a frame of reference for the study of other languages.

LATIN CURRICULUM STANDARDS

Level I
Grades 4-6, 7-8, 9, 10, 11, and 12

The following grammatical concepts are fundamental in the instruction of topics to be covered in Latin I:

1. the inflection and uses of nouns, pronouns, and adjectives;
2. the formation and uses of adverbs;
3. the conjugation of the six tenses, active and passive, in the indicative and imperative moods;
4. cardinal and ordinal numbers;
5. simple and correlative conjunctions; and
6. the formation and use of infinitives and participles.

The program will provide instruction in:	The student will be expected to:
1. The world of the ancient Romans/ the known world	1.1 Given a map of the Roman world at its greatest extent, locate and pronounce the names of the countries that fell under the influence of Rome. Linguistic Content Vocabulary: Britannia, Gallia, Africa, Aegyptus, Macedonia, Corsica, Sicilia, Asia, Hispania, Palestina, etc. Phonology: pronounciation, word stress, phoneme - grapheme relationships

1.2 Given a map or maps of the countries where Latin was spoken, be able to locate geographic points (mountains, rivers, and major cities).

Linguistic Content

Vocabulary: Alpes, Mare Hadriaticum, Mare Nostrum, Roma, Ostia, Brundisium, Magna Graecia, Rubico, and Pyrenaei

Structure: spelling of place names

1.3 Given a map of the ancient world, be able to answer teacher-generated questions about the location of geographical points and briefly describe them.

Examples: Ubi est Roma?/Roma in Italia est. Est urbs pulchra. Estne Sicilia magna insula?/Ita. Sicilia est magna insula.

Ubi sunt Corsica et Sardinia?/Corsica et Sardinia sunt in Mari Interno. Sunt magnae insulae.

Linguistic Content

Vocabulary: descriptive adjectives, prepositions

Structure: interrogatives, agreement, predicate nominatives and adjectives, being verb, prepositional phrases

2. The world of the ancient Romans/Ancient Italy

2.1 Given a map of Rome that shows geographical features and monuments, write in Latin a specified number of famous places to visit (e.g., the Tiber, the Colosseum, and the Baths of Caracalla).

Linguistic Content

Vocabulary: nouns for Roman structures and monuments (e.g., Forum Romanum, Circus Maximus, Mons Palatinus, Colosseum, and Campus Martius)

Structure: agreement, being verb, descriptive adjectives

2.2 Given a map of Italy, locate and write in major geographical points (e.g., Roma, Brundisium, Pompeii, Ostia, and Via Appia).

Linguistic Content

Vocabulary: names of geographic points

Structure: agreement

3. Greetings/leave taking

3.1 Role playing Roman characters, greet each other.

Examples: Salve, Marce.
Valete, Iuli et Iulia.
Quid agis, hodie?
Bene, gratias.
Quaeso.
Tibi gratias ago.

Linguistic Content

Vocabulary: Roman names

Structure: expressions of greeting and leave-taking, inquiry about health/welfare, expressions of politeness and gratitude, imperatives, vocatives, dative case

4. The "world of the classroom"

4.1 Understand commands and carry out activities involving classroom environment.

Examples: Quis abest hodie?
Publius abest.
Adsuntne Gaius et Julius?
Aperite libros, discipuli.
Specta chartam geographicam.
Claude ianuam, quaeso.

Linguistic Content

Vocabulary: Objects in the classroom, ordinal numbers

Structure: imperatives, basic prepositional phrases, direct object, interrogatives, numbers, action verbs

5.0 The gods

5.1 Given pictures of Roman deities, identify each in one or two Latin sentences.

Examples: Iuppiter erat rex deorum. Signum eius fulmen erat.

Diana, dea lunae, cervum et sagittas habebat.

Venus erat dea amoris. Filius eius erat Cupido (Amor).

Linguistic Content

Vocabulary: names of the gods (Greek and Roman), their symbols and spheres of influence

Structure: agreement, genitive, predicate nominatives and adjectives, imperfect tense

5.2 Given pictures of scenes from stories about the Roman deities, be able to describe in a sentence or two the scene (in Latin).

Examples: Pluto, rex inferorum, Proserpinam rapuit. Ceres, mater Proserpinae, filiam petit.

Diana filias Niobes interficit. Apollo filias eius interficit.

Daphne a deo fugit.

Linguistic Content

Vocabulary: appropriate verbs and nouns

Structure: accusative case, prepositional phrases, appositive

6. Mythology and legends

6.1 Given a list of titles of mythological stories and a set of brief Latin paragraphs describing each of these myths, be able to select the correct titles.

Examples: Daedalus et Icarus
Theseus et Minotaurus
Midas

Linguistic Content

Vocabulary: names of heroes (Greek and Roman), monsters, etc., appropriate verbs and nouns

Structure: agreement, accusative case, prepositional phrases, appositives, imperfect tense, perfect tense

6.2 Given pictures of scenes from mythology, be able to describe in Latin what is happening in a sentence or two.

Examples: Iason et viri ad Colchidem navigant.
Theseus Minotaurum gladio interfecit.

Linguistic Content

Vocabulary: appropriate verbs and nouns, prepositions

Structure: agreement, accusative case, prepositional phrases, appositives, perfect tense

6.3 Given a series of Latin descriptions of events in the Trojan War, the adventures of Jason and the Argonauts, the story of Phaethon, etc., arrange them in chronological order.

Examples: (The Trojan War)
Troia a Graecis capta erat.
Graeci equum ligneum aedificaverunt.
In Africa Dido Aeneae auxilium dedit.
Troiani cum Graecis decem annos bellum gesserunt.
Aeneas cum patre, filio, sociisque fugit.

Linguistic Content

Vocabulary: appropriate nouns, verbs, and adjectives

Structure: prepositional phrases, passive voice

7. Famous Romans/legendary history

7.1 Given a list of famous Romans, write a one-sentence Latin description of each.

Examples: Iulius Caesar dictator perpetuus erat.
Vergilius poeta clarus erat.
Augustus Caesar imperator primus erat.

Linguistic Content

Vocabulary: descriptive adjectives, occupations

Structure: agreement, past tense, predicate nominative and adjective

7.2 Given a Latin passage involving a legendary hero, retell the story in English in his/her own words.

Examples: Romulus et Remus
Horatius
Cincinnatus, etc.

Linguistic Content

Vocabulary: English paraphrasing

Structure: agreement, past tense

8. Roman names

8.1 Given the "praenomina," "nomina," and "cognomina" of fictitious Roman fathers, be able to name one son and one daughter for each.

Linguistic Content

Vocabulary: "praenomina," "nomina," "cognomina"

Structure: masculine and feminine gender, nominative case

8.2 Given the names of at least two sons and the father adopting them, be able to write all four names of each adopted son.

Linguistic Content

Vocabulary: "praenomina," "nomina," "cognomina"

Structure: masculine gender, nominative case

8.3 Given an authentic family tree of a Roman family, identify relationships in simple Latin sentences.

Example: Aurelia erat mater C.Iulii Caesaris.
Filia C.Iulii Caesaris erat Iulia.
Maritus Iuliae erat Cn. Pompeius Magnus.
Uxores Caesaris erant Cornelia, Pompeia, Calpurnia.

Linguistic Content

Vocabulary: family members, proper names, common abbreviations for praenomina (M., P., Q., T., Ti., etc.)

Structure: possessives, past tense of "sum," predicate nominative, accusative case

9. The Roman family and home

9.1 Role playing in English the part of a Roman girl or boy, explain when the "bulla" would be put aside or describe a Roman wedding or ceremonies involved in assuming the "toga virilis."

9.2 Given an authentic floor plan of a Roman "domus," label all the rooms and areas in Latin.

Linguistic Content

Vocabulary: the names of the rooms and areas in the house

9.3 Given a floor plan of a typical Roman "domus" with some rooms and areas identified in Latin, write one Latin sentence explaining something about each Latin term.

Examples: Cena in triclinio ponitur.
Canis aut pictura canis in ostio est.
In culina servi cibum parant.

Linguistic Content

Vocabulary: verbs of action, furniture, household articles

Structure: agreement (noun, verb, adjective), prepositional phrases

10. Roman food and meals

10.1 Given a list of Roman foods, write a menu for "ientaculum," "prandium," and "cena."

Linguistic Content

Vocabulary: foods, meals, beverages

Structure: agreement

10.2 Given a list of Roman foods, write a menu for a typical "cena" and one for a special "cena" for guests.

Linguistic Content

Vocabulary: foods, beverages, delicacies

Structure: agreement

11. Roman dress

11.1 Given a series of illustrations of Roman garments and items of clothing, identify each in Latin and specify who wore it (e.g., "viri," "pueri," "feminae")

Linguistic Content

Vocabulary: names of garments and articles of clothing, parts of the body

Structure: gender

11.2 Given a list of articles of clothing, be able to describe each, including who wore it, in English.

Examples: "stola," "palla," "soleae," "toga praetexta," "tunica," "calcei," "toga virilis," "bulla."

12. Everyday life

12.1 Given a series of Latin dates, be able to write the English month and day for each.

Linguistic Content

Vocabulary: numbers, months, "Kalendae," "Idus," "Nonae"

Structure: grammar used in expressing dates

12.2 Given a picture of an urban street scene (e.g., a triumph, a funeral procession, shops, vehicles, a sedan chair), be able to write 5-10 Latin sentences describing elements in the picture.

Linguistic Content

Vocabulary: modes of transportation, shops, buildings, social classes, professions

Structure: agreement, descriptive adjectives, prepositional phrases

12.3 Given illustrations, identify the types of structures Romans saw every day (e.g., "templum," "basilica," "aquaeductus," "balneae," "villa," "insula," "pons") in Latin.

Linguistic Content

Vocabulary: names of structures

12.4 Role playing the part of a typical Roman, describe one facet of everyday life in English (e.g., the baths, the games, a meal, a day at school).

12.5 Given a passage of Latin concerning some facet of Roman life, summarize the content in English, translate the passage into English, or answer English questions over the content.

12.6 Given a passage of Latin concerning some facet of Roman life, write Latin responses to Latin questions over the content.

13. Our Latin heritage/ English derivatives; Romance language derivations	13.1 Given a list of Latin words, supply one English derivative of each and use that derivative in an English sentence.
	13.2 Given an English paragraph in which the words derived from Latin sources have been underlined, supply the Latin source and define the derivative in English.
	13.3 Given an English paragraph, be able to identify a set number of words derived from Latin.
	13.4 Using French, Spanish, or Italian dictionaries to examine derivatives from the same Latin root, be able to make generalizations about possible patterns.

14. Our Latin heritage/Latin abbreviations, phrases and mottoes used in English; Latin proverbs

14.1 Given a list of Latin abbreviations commonly used in English, translate each into English and use each in an appropriate English sentence.

Examples:
etc.
et al.
P.M.
A.D.
P.S.
i.e.

14.2 Given a list of Latin phrases commonly found in English, define or explain each in English.

Examples:
mea culpa
ad infinitum
alma mater
in loco parentis
in toto
cum laude

14.3 Given a list of mottoes or quotations commonly used in English, define each in English.

Examples:
Mens sana in corpore sano.
Tempus fugit.
E pluribus unum.
Semper fidelis.

14.4 Memorize aphorisms from authentic texts to reinforce currently learned vocabulary or grammar.

Examples:
Vestis virum facit.

Level II
Grades 7-8, 9, 10, 11, and 12

Instruction in Level II opens with a systematic review of the material covered in Level I. While the work in Level I is concerned with basic grammar forms, Level II is concerned with Latin syntax, including:

1. the formation and use of gerunds and gerundives;
2. the formation and use of the subjunctive mood;
3. the irregular verbs, especially "fero," "fio," "eo," "volo," "nolo," and "malo," and
4. the deponent verbs;
5. the comparison of adjectives and adverbs.

The program will provide instruction in:	The student will be expected to:
1. Politics and history/elective offices/famous Romans/periods of Roman history	1.1 Given the "cursus honorum," be able to describe one duty of each office in English.
	1.2 Given a list in Latin of the duties of public office holders, their terms of office, and the elective body, be able to identify each - "consul," "quaestor," "tribunus," etc..
	1.3 Given a list in Latin of historical events, be able to identify the person or persons associated with the event.

Examples: Ultima verba huius dictatoris erant "Et tu, Brute!"

Cum Curiatii eum sequerentur tres omnes Curiatios superavit.

In ignem dextram manum iniecit. Rex, tantam virtutem admiratus, moveri ab altaribus virum iussit et liberum invulneratumque dimisit.

Reges Romam a principio habuerunt.

1.4 Given a list in Latin of historical events spanning the whole of Rome's existence, be able to identify the period in which it occurred -- the monarchy, the republic, or the empire.

1.5 Given the story in Latin of a famous Roman (e.g., Cincinnatus, Horatius, Lucretia, Scaevola), be able to explain the value(s) exemplified by the acts of this person.

1.6 Given a map of the Roman world, be able to label a given number of territories under Roman rule at a specific point in time.

2. Roman holidays

2.1 Role play a Roman teenager writing a letter to a friend to describe (in English or Latin) the recent "Saturnalia" he/she just celebrated.

2.2 Given a list of Latin holidays, describe each in a Latin sentence.

2.3 Given a study of Martial's Saturnalia "gift tags" in Latin, select Saturnalia gifts to be given to three friends and write Latin gift tags to go with them.

2.4 Given a series of Martial's Saturnalia "gift tags" in Latin, write English translations which convey the content and spirit of Martial.

3. Everyday life

3.1 Role playing the parts of typical Romans, recreate in Latin a scene from everyday life (e.g., a meal, a day at school, an experience at the baths, an experience at the games).

3.2 Given a Latin list of areas in the baths, write a one-sentence Latin description of the activity in each area.

Example: "calidarium" - In aqua calida populi se lavant.

"bibliotheca" - Populi libros legunt.

"frigidarium" - Viri in aqua frigida natant.

"apodyterium" - In hoc loco vestes ponuntur.

"unctorium" - Oleum in corpore ponitur.

3.3 Given a series of Latin graffiti from Pompeii and other cities, either a random selection or all on a specific topic, be able to interpret them correctly by explaining their meaning or translating them.

3.4 Given a study of Latin graffiti from Pompeii and other cities, compose a Latin graffito to be displayed on a bulletin board made to resemble a Roman wall.

3.5 Be able to write a Latin letter to demonstrate his/her understanding of "hospitium," using the following data and questions.

Tu iter Neapolim facies ubi hospes habitat. Tu hunc hospitem non cognoscis.

Quo die in animo pervenire apud hospitem habes?

Qui tecum iter facient?

Quam diu cum hospite manebis?

Quos cibos non edere potes?

Quo instrumento te esse hospitem verum probabis?

4. Myths and legends

4.1 Given a particular myth as a Latin reading (e.g., Daphne and Apollo, Cupid and Psyche, Atalanta and Hippomenes, Baucis and Philemon), retell the tale in his or her own words in English.

4.2 Having read in Latin the exploits of one of the heroes (e.g., Ulysses, Aeneas, Jason and the Argonauts, Hercules), be able to recount in English the hero's adventures.

4.3 Be able to identify each of the labors of Hercules from a Latin description.

Examples:

Tria milia boum in stabulo ingentis magnitudinis inclusit.

Ad hoc tempus stabulum numquam purgatum est.

Postquam per totum annum cucurrit, cervum cursu defessum cepit et vivum ad Eurystheum regem rettulit.

5. Roman social structure

5.1 Role playing the part of a Roman "patronus," explain the manumission of a slave.

5.2 Having studied Roman slaves, freedmen and plebeians, compare their lives, citing the problems and/or advantage inherent in each.

5.3 Role playing the part of a soldier, explain to a friend what kind of work can be anticipated by each of the following captives who have been taken into slavery.

Example:

An unskilled middle-aged man.

Two handsome twin teenage boys.

An older experienced teacher of Greek.

An elderly sick slave.

5.4 Role playing the part of a Roman "patronus," explain the "salutatio" to a foreign visitor.

5.5 Given a series of Latin sentences, each describing an activity associated with a particular profession, identify that profession.

5.6 Role playing the part of a young man, describe his recent assumption of the "toga virilis" to a young friend.

6. Caesar's Commentarii de Bello Gallico

6.1 Given a map of ancient Gaul, be able to identify its three major divisions, Helvetia, and Helvetia's natural boundaries.

6.2 Having studied the Commentarii, be able to provide both pro and con arguments for Caesar's involvement in Transalpine Gaul.

6.3 Given a list of major characters in the Commentarii, be able to identify them by selecting the proper Latin description.

Example:

Erat nobilissimus apud Helvetios.

Fortissimi omnium Gallorum erant.

Ans.: Orgetorix, Belgae.

6.4 Having read the Helvetian episode in the Commentarii, role play a situation in which he/she is a Helvetian survivor explaining why they migrated, their difficulties leaving, their encounter with Caesar, and the return home.

6.5 Role playing the part of a young Roman draftee, write an English letter to his father describing the army on the march.

7. Our Latin heritage/English derivatives	7.1 Given a list of English derivatives with common Latin roots, be able to give each Latin root, and the meaning of the root, and to use the word in an English sentence. Examples: elocution, veracity, lucidity, etc..

8.	Our Latin heritage/sententiae	8.1 Given famous Latin sayings, or proverbs, be able to translate and explain their significance.

Example: Veni, vidi, vici.

Homines, dum docent, discunt.

Homo sum.

Fortuna est caeca.

Errare est humanum.

Patria Romanorum erat plena Graecorum librorum statuarumque.

9.	Our Latin heritage/visual arts	9.1 Given a film or videotape (e.g., Spartacus, I Claudius, Ben Hur, Quo Vadis, Trojan Women, or Medea) outline, summarize, or critique it.

10. Latin readings	10.1 Given a graded Latin passage on any topic, be able to answer Latin comprehension questions with Latin sentence responses.
	10.2 Given edited Latin material by Roman authors, be able to summarize, outline, or retell the content read in English.
	10.3 Given graded Latin narrative and cultural materials, be able to translate into English orally or in writing.
	10.4 Given a Latin passage, be able to participate in Latin question-answer exercises over materials read, to pose questions, and to take part in prepared simulations or dramatizations.

Level III-IV
Grades 9, 10, 11, and 12

The Level III and IV standards have been combined because the major difference in these offerings is a matter of selection of the authors studied. The vast majority of advanced Latin courses are combined in a class period with the content "rotated" in alternate years. The standards focusing on specific cultures or literary works may be used as models for dealing with comparable kinds of literature.

Grammatical concepts will be reviewed and refined and forms peculiar to the literary work will be dealt with in context. For example, as students study Vergil, they will be introduced to the grammatical structures and irregularities peculiar to poetry (e.g., dative of agency, plural for singular, Grecisms, archaisms).

The program will provide instruction in:	The student will be expected to:
1. Roman letter-writers	1.1 Given a letter of Cicero or Pliny, write a letter of response in Latin or English.
	1.2 Given excerpts from Pliny (Book X, 96-97), write an English summary of the views of Pliny and Trajan on Christians.
	1.3 Having read several of Pliny's letters, write an English paragraph on his/her assumptions about Pliny the man.
	1.4 Having read several of Cicero's letters, write an essay on Cicero the family man or Cicero the political figure.

2. Roman oratory

2.1 Given a section from one of Cicero's orations, give an interpretive reading aloud in Latin with appropriate gestures, body movement, phrasing, and expression.

2.2 Having read one of Cicero's orations against Catiline in Latin, outline the parts of the oration in English according to the divisions of a Roman oration (exordium, narratio, propositio, etc.).

2.3 Having read the Orations against Catiline, write (in English) an account of the events from the point of view of one of the Catilinarian conspirators.

2.4 Having read the Orations against Catiline, dramatize scenes depicted in them.

2.5 Given a list of major events in the life of Marcus Tullius Cicero, be able to arrange the events in chronological order.

2.6 Having studied the political and religious structure of the Roman state in the late republic, originate statements contrasting the Roman Republic with the United States including:
a. the chief officials;
b. the type of government;
c. elections, etc.

2.7 Given a list of literary devices (e.g., alliteration, hyperbole, praeterition, rhetorical question), identify them in a given piece of literature.

3. Roman historians

3.1 Having read selections in Latin and English covering a period in Rome's history, write a paper explaining the major events and the important people of the period.

3.2 Having studied the origin of the Roman calendar and the Roman system of dating, be able to convert the Roman system of date reckoning into our system and vice versa.

3.3 Given a list of major events in Rome's history, arrange the events in chronological order.

3.4 Write a biography of an important figure of the Republic or Empire, including contemporaries and events (e.g., Catiline, Octavian).

4. Roman comedy

4.1 After reading a comedy by Plautus, impersonate a stock Roman comic character (e.g., Euclio, the greedy and antisocial miser).

4.2 After viewing the film version of A Funny Thing Happened on the Way to the Forum, compare this modern-day rendition to its Roman original.

4.3 Having studied how Roman comedy developed from Greek models, write a paper explaining the differences and similarities, comparing the ancient concept of humor to that of the twentieth century.

5. Roman poetry

5.1 Given a specific poem or passage of poetry, scan the material and read it aloud in meters.

5.2 Given several lines of poetry with examples of figures of speech underlined, be able to identify the figure of speech (e.g., metonymy, synecdoche, apostrophe, simile)

5.3 Given several lines from Vergil's Aeneid which have had the word order rearranged, restore the text to dactylic hexameter verse.

5.4 Having read a section of Vergil's Aeneid, rewrite the passage in simplified Latin prose.

5.5 Having read a self-contained literary passage from Ovid's Metamorphoses or Vergil's Aeneid, dramatize in small groups the scenes read.

5.6 Having read myths from Ovid's Metamorphoses, write an outline of the myth in Latin.

5.7 Role play a character or the author of the literature he/she has been reading, giving information about himself/herself and his/her activities (e.g., Clodia, Catullus, Midas, Ovid, Dido, Anchises).

5.8 Given quotations from Western literature alluding to scenes from Vergil's Aeneid, be able to identify/explain the source/significance of the literary allusion.

Examples:

Was this the face that launched a thousand ships, and burnt the topless towers of Ilium?
Marlowe, Doctor Faustus 14, 92-93

I, as Aeneas our great ancestor, did from the flames of Troy upon his shoulder the old Anchises bear, so from the waves of Tiber did I the tired Caesar.
Shakespeare, Julius Caesar 1, 2, 112-115

5.9 Having read selected passages from Homer (in English) and Vergil (in Latin), compare and contrast the Vergilian episode with the corresponding Homeric passage.

5.10 Having read Ovid's Pyramus and Thisbe, compare it to the later literary reworking of the story of Shakespeare's Romeo and Juliet.

6. Our Roman heritage

6.1 Research and report on (orally or written) one influence the ancient Romans have had on some aspect of life in the United States (e.g., political institutions, language, architecture).

6.1 Having researched the topic, role play a tour guide at a famous monument (e.g., the Colosseum, the Baths of Caracalla, the Forum) describing at least three aspects of the building in detail.

6.3 Given a specific period in Rome's history, identify three famous places to visit, describing each in a short paragraph.

6.4 Given a list of Latin words, be able to explain the meaning of underlined words in English sentences, showing their etymological connection with the words in the Latin list.

Example:

A concomitant of ingratitude is hard-heartedness, which is likely to culminate in an insolent disregard for the rights of others.

6.5 Having been shown mythological, legendary, or historical figures/scenes in sculpture, on coins, in vase paintings, and on artistic masterpieces from subsequent periods, be able to identify the figure/scene represented and comment on and critique the visual dimension.

6.6 Research and report on (orally or written) the influences of Latin vocabulary and expressions in the fields of law, science, medicine, the social sciences, etc.

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